Designing the Reading Curriculum-

Taking the Intensive out of Intensive reading

Gavin Lynch

Abstract

How do we improve the effectiveness of teaching reading to young adults at post-high school level? How should we go about teaching reading to intermediate-level students of average motivation? Teaching should be carried out in the context of the students' environment and a special approach is needed with build-in support for the Asian student. This paper focuses on students in Japan but it is hoped that it may be relevant to schools and colleges across Asia.

This research is on the design and realization of a reading course running for two semesters at a two year junior college in Japan. The challenge was to provide the students with a solid reading foundation in the first semester, and build on that foundation to help them to accomplish reading a modern novel in the second semester. This paper mainly discusses the curriculum design for the second semester and aims to show how teacher-created support structures and class management can aid the students in reaching their goals.

This paper will show how using a well-designed reading curriculum can aid the teacher in understanding their role and what is expected of them in the reading class. It will discuss the extent of support needed by the student and the results in terms of motivation, satisfaction and understanding of the material. Reuse and sharing of teaching materials will also be suggested.

The goals of the research, the method and the findings are discussed as follows:

1. Young adults can become motivated by a reading course which uses high level material written for native speakers.
2. Good design of a two semester reading curriculum requires two different approaches.

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3. Guiding the students through a native-level book requires support structures to be provided.

4. The onus should be on the teacher to provide support to the student.

5. Higher-level reading should be teacher led in an Asian context.

6. The place of L1 and L2 in the reading classroom.

7. Motivation can be elevated by making reading a group activity.

Purpose

This paper outlines what is needed to create an effective reading course for young adult learners in an Asian context. It focuses on what is necessary in a reading course for students who have completed at least one semester of extensive reading.

Much of research into reading seems to concentrate on two distinctive areas, extensive reading and intensive reading. The former, extensive reading has become very popular in recent years, especially in Asia, and the reasons cited include giving the students a sense of accomplishment through manageable tasks Burden (2002) and increased motivation. Success in extensive reading [indeed, success in general] leads to greater student confidence and raises motivation and self-belief and, as Bandura (1977) notes, success raises mastery expectations while repeated failure lowers them.

Upon being employed by a 2 year junior college in Japan, I was given responsibility for designing and carrying out the second year students' reading course. It goes without saying that obtaining information about what was previously done by other instructors become a priority. Students studied reading for one semester per year (15 classes of 90 minute duration per class) for 2 years and, until my arrival, both first and second year were extensive reading classes where students were required to read a number of graded reader books per semester. This process was repeated in the second year.

Life after extensive reading

The purpose of extensive reading is to increase the students' reading level so, once students complete an extensive reading course (thus having increased their reading skill), shouldn't they be given the opportunity to read lengthier, more challenging texts? As the ultimate goal is to give the students the ability and confidence to feel they can pick up any book which interests them (and not only 'Graded Readers') and give it a go, shouldn't we facilitate this too? The answer is, of course, yes – they should be given the chance to expand their skills and further build up their literary confidence using native level books.

However, to steer the student from an extensive reading course and directly into a more difficult, intensive course without some sort of support structure would be a mistake. Students may understandably begin to feel bored and quickly lose interest in the class. While a small percentage may benefit, most students will have problems. In fact, it can completely reverse the enthusiasm-creating benefits of the extensive reading course instead of realizing the goal of building upon it. That being the case, teachers and students alike may pose the question: "Is there life after extensive reading?" If we think in another way, we may come up with the question "Do we need a life after extensive reading?"

I think that to perennially stay at the extensive reading stage allows the students to forever remain within reach of attaining a high reading ability but never quite getting there. Burke (2004) reports in his research that, from the second semester of an extensive reading course, students' performance drops significantly with fewer and less difficult texts being read, and his survey of former students (Burke, 2006) shows that students do not continue to read books in English after graduating from a reading course comprised almost entirely of extensive reading. In his study, a questionnaire was sent to 73 former students, all of whom had taken only extensive reading courses at a junior college. Of the 49 responses, only 2 students (about 4%) said that they continued to read books in English after graduating, with the other 96% saying they did not. This, in fact, makes sense in the light of comments made by Waring (2005) that extensive reading should not be the only tool used, but should make up about 55-65% of a reading course (the rest made up of intensive reading: 20%, vocabulary practice: 10-15%, reading skills and strategies: 10-15%).

What is needed: A case for strong student support

It became clear that extensive reading alone does not produce a solid reading course and, according to Waring, intensive reading and other components need to be introduced. However, Welch (1997) reports that intensive reading does not place enjoyment of the text as its purpose and can be difficult for students resulting in a low amount of actual reading being done (see also West, (1926), Dupuy, Tse, Cook, (1996)). How can we satisfy Waring's requirement that intensive reading, vocabulary practice and reading skills and strategies make up almost half of the reading syllabus yet avoid the associated problems of reduced reading speed, enjoyment and motivation? The answer lies in taking the intensive out of intensive reading by having the teacher provide support structures.

In moving from an extensive reading course towards an intensive reading course, a decision has to be made about the type of reading material to select. Bradford and Day, (1998) tell us that "native speaker materials can be motivating for learners whose reading

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ability approaches native competency". This led me to think that if the students were given some support in tackling the materials, it would result in lower level students being able to tackle texts above their level, yet retain the motivational benefits that Bradford and Day comment on. To rephrase Bradford and Day's comment above, in the light of giving students effective support, we can say that "native speaker materials can be motivating for learners whose reading ability is below the level of approaching native competency if adequate support structures are in place". Many Asian students' reading ability does not approach native competency but, in the light of the above statement, it does not have to be that high to read native materials and become motivated by them.

Furthermore, if we are to use native level books in the reading classroom, we should take into account the reaction of the students. I have noticed that when students (and Asian students in particular) read books at or above their reading level, they insist upon looking up almost every unknown word in their dictionaries and are not content with grasping the overall meaning of a passage of text. It seems that the students revert to an intensive reading mode, despite completing an extensive reading course. We all go into 'intensive reading mode' from time to time when reading a foreign language but, comparing my experience of teaching in Europe (Sweden) and Asia (Japan), I found that Asian students tend to aim for full understanding of every word in the page while the European students aim for understanding of meaning and concentrate less on understanding all of the vocabulary.

In other words, despite their experience in extensive reading, my Japanese students insist on using translation as a reading strategy. Research has shown that translation as a reading strategy has the flaw of slowing down the reading process, disturbing the natural flow of the story, resulting in a less enjoyable experience (Carrell, 1998). However, while some regard translation as a "bad" reading strategy, Kern (1997) showed that no strategy is inherently a "good" or "bad" strategy, rather it depends on how adept the user is at employing it. Since my students have had at least 7 years of English education, surely their strategy of using translation to aid reading had been well developed and they have become adept in its use? Asian students have a tendency to translate and analyse a text and this should be taken into account when constructing the reading curriculum. It would be a mistake to expect the students to cast off their built-up skills and expect them to create a whole new set of reading strategies when their current skills may, with support, be used effectively in their study of language through reading.

Preparing a post-extensive reading course - taking the intensive out

In her 1997 paper, Welch argues the case for extensive reading and argues against intensive reading. She divides extensive and intensive reading and their characteristics into a simple table as follows:

READING	Extensive	Intensive
PURPOSE	General Understanding and Enjoyment	Language Study
LEVEL	Easy (graded readers)	Often difficult (native speaker material)
AMOUNT	A lot (whole books)	Not much
SPEED	Fast and fluently	Slow

As Asian students tend to revert to intensive reading techniques, in particular translation, when confronted with a native level text then the information about intensive reading in the table above can be seen to be true. So the challenge is: if the first part of the reading curriculum concentrates on extensive reading, and our overall goal is for the students to be able to read native level texts (which they have a disposition to read intensively), how should we design the second part of our reading curriculum? Also, as the benefits of extensive reading (improving the reader's reading speed and motivation, resulting in reading becoming more enjoyable for the students) are lost when moving to intensive reading, I'd like to propose an alternative to the right side of the table (the intensive part), taking into account giving support to the student. The following table shows the proposed benefits of providing support to the intensive reading class. Precisely what support should be given is discussed below.

READING	Intensive	⇒	Supported Intensive
PURPOSE	Language Study	⇒	Language Study Enjoyment
LEVEL	Often difficult (native speaker material)	⇒	Often difficult (native speaker material)
AMOUNT	Not much	⇒	One book (150 - 200 pages) over 15 classes
SPEED	Slow	⇒	Medium to Fast

So, upon completion of an extensive reading course the students take part in a supported intensive course, with that support coming from the teacher.

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What support structures are needed?

In order to avoid the motivation drop in subsequent semesters of a reading program, and to enable the students to read native level books (in which case they automatically read them intensively) the following are required:

1. A topical, modern book which students can find interesting.
- The book should appeal to the student, not be chosen based on the interests of the teacher. Some books made popular by recent film productions are a good choice.
- For example, in the last semester we read "The Lion, the Witch and the Wardrobe" by C.S. Lewis (the book is also often referred to as Narnia). This book was made into a film and was released in Japan just before we began reading it. This fact really increased the student's enthusiasm and I often heard them discussing the book outside of class.

2. A movie of the book should be used.
- This should be used in class with the aim of helping some students catch up (instead of giving up) and to maintain the other students' interest. It also serves to clear up any misunderstandings they may have when reading the text.
- The movie should be played only up to where the students have read, never further. It can be shown in about 4 sessions.
- For example, I used the BBC version of the movie "The Lion, the Witch and the Wardrobe" (1988). This was to retain the interest of those who had seen the new version in the cinema but also because the older version matched the book much more closely than the new version did.

3. A book specific dictionary should be created by the teacher.
- This is the key part, and it is what "takes the intensive out of intensive reading". It is also a part which may take a little time but it is vital as it aids improved reading speed and enjoyment of the chosen text.
- The teacher, having decided on a suitable native level book for the students, reads through it a couple of times. On the first reading, it should be read as one would normally read a book – enjoying the story and without taking notes. On the second reading, the teacher imagines himself in the position of the students. When a word or phrase which the student may have difficulty with is encountered, it should be highlighted. These are compiled into a text-specific

dictionary, with a simpler explanation of each word included but with the L1 translation left blank, putting the onus on the student to look up the definition. Depending on the context, some words or phrases can have numerous meanings and it can be difficult to look up the correct nuance for emergent independent readers so it is recommended to include the appropriate meaning for those words in the students' L1.

○ The entire dictionary should be given to the students on the first day of class, with an explanation of its purpose. Originally, I assigned the completion of a portion of this dictionary for homework (i.e., looking up difficult L2 words and writing them in L1) but, due to some students being lax about completing their assigned homework, a certain proportion of the class fell farther and farther behind in their understanding of the book's content, resulting in decreased motivation. Unfortunately, not all students have the time or inclination to work outside of class and, taking this into account the following year, I allotted class time for completion of the dictionary (see next point).

○ The students were randomly put into groups of 3 or 4 at the beginning of each class and told to work together on completing that day's chapter or section of the dictionary. This served to prepare the students not only for the vocabulary of the chapter, but also for the content. Shy students initially worked on their own but, upon encouragement from the teacher, started to work together with their group members. A reason for having the students work in groups is that students tend to react more to pressure from their peers than to pressure from the teacher to get the work done quickly, therefore each group completed the task efficiently. A bonus was that they seemed to enjoy working together on the dictionaries and this helped to create a good class atmosphere. The groups members were randomly put together at the beginning of each class to avoid stagnation (by this I mean that some students can tend to become familiar with the members of a group and leave all the work to the more advanced members while doing little themselves. Rotation of group members avoided this and each member was seen to pull their own weight).

○ The teacher walks among the groups and glances at their work. This requires some knowledge of the students' L1 on the part of the teacher. Advice on looking up words (e.g. look difficult words up in context, usage of electronic/paper dictionaries etc) can be given at this point.

○ An extract from the book *[appendix 1]*, the uncompleted dictionary *[appendix 2]* and the completed dictionary (by a student) *[appendix 3]* are included at the end of this paper.

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4. Book report

○ The students are required to write a short summary as they finished each chapter. This is given as homework and checked at the beginning of each class (while they complete their dictionaries). As the goal of the course is to improve the students' reading skills, this summary is to be kept short (a few lines suffices). The students are asked to write it in their own words, not to just copy passages from the book. It ensures that the students will review the previous chapter before embarking on the next, while asking only for a short report decreases the time students spend writing and increases the time spent reading. By the end of the semester, the students have built up a book report for presentation. This should be allotted an adequate amount of marks to emphasize its importance.

○ At the beginning, when a few students fell behind in their writing their reports, it was emphasised that the report would not only be corrected as homework but was also important as it would form a final book report which would be graded at the end of the term. They would also be allowed to bring it into their final test. This persuaded those students to catch up on writing their reports and helped them to keep up with the course.

○ The purpose of the book report was to motivate the students to read the chapter again, giving them more exposure to the new vocabulary and ideas.

5. Homework check

○ Homework (the chapter report and the dictionary) was given a mark for completion at the start of every class. If this were not done, some of the students would fall behind and would find it hard to catch up, losing motivation. Through checking homework, the students quickly realized the importance of doing their book report and, although they naturally tested the system at the beginning, it was in their interest to work hard and keep up with the class. It is as important to check assigned homework as it is to assign it.

6. Final test

○ Students were told to expect a final test at the end of the semester. They were also told that it would not be difficult and that they would be allowed to bring their book and book report into the test. The students were reminded that the purpose of reading is not memorization, rather the obtaining of information and understanding of ideas. This was expressed to the students during the course and it helped to increase their enthusiasm for the class.

○ The test was created with the aim of being easy to do (for those who had read

the book) and fun and, upon completing the test and asking the students for their opinions, the students commented that it was enjoyable. It was a multiple choice test, with no writing necessary.

o A page from the test is included in the appendix *[appendix 4]*.

7. Attendance

o While some do not regard attendance as an important part of a reading course, as it is in, say, a speech communication course, it is an important part of college life and class dynamics. It is also important in this course as a lot of the support for the reading process is carried out in class. Students were expected to attend 80% of the classes to pass.

Class execution

In my case, the class time was 90 minutes, divided as follows:

Class organization	Reading Preparation	Reading	Homework Assignment
5 mins	30 mins	50 mins	5 mins

1. Class organization/ atmosphere – 5 minutes

Teams of 4 students were chosen and asked to sit together. They were instructed to put tables together and sit facing each other, with no need to face the blackboard or the teacher. As noted above, the students seem to react to group pressure better than that from the teacher so, if facing each other, they keep each other motivated and working. A simple class layout example is shown in the appendix *[appendix 5]*.

2. Preparation time – 30 minutes

The students were told to complete a certain portion of their dictionary, and to work in groups (e.g. if they were to read chapter 5 and half of chapter 6 that day, they should be instructed to complete chapter 5 and 6 of their dictionary. It is a good idea to keep a little ahead in the dictionary in case reading goes quicker than planned). They were told that they had a limited time to complete the dictionary, the uncompleted part being to be finished outside class. Knowledge of this fact seemed to give students an extra impetus to get the job done.

Homework check was done during preparation time. The homework check involved checking the book reports. On some occasions, the teacher collected the students' book

reports and corrected them outside of class, especially when time was short due to some students needing extra advice during the completion of their dictionaries.

3. Reading – 50 minutes

The teacher starts by quickly retelling the main points of the previous section of the book (the part they have completed in the previous class). A student is asked to read aloud from the book (the teacher can be the first to start). After a paragraph or two, another student is chosen to continue reading aloud. It should appear that the students are chosen at random to ensure that they feel they could be chosen at any time, thus keeping their focus on the text, but all students should be chosen at some point. It was found that when one of the students at a table is reading, the others in the same group pay more close attention, while the groups farther away had a tendency to lose concentration, especially if they knew that their group wouldn't be called upon to read for quite some time. To avoid this problem, every time a new reader was chosen she was chosen from a different group. For example, if we have 4 groups [A, B, C, D] and 4 students in each group [s1, s2, s3, s4], the order in which the students read would be A.s1 → B.s1 → C.s1 → D.s1 → A.s2 … This was found to have the best results in maintaining student attention and participation.

An important task for the teacher during the reading stage is to judge the atmosphere of the class. It is important that parts of the textbook students find difficult are explained by the teacher, but that explanation should be very brief to avoid overly slowing the reading speed. The teacher can ask if students have any questions about once per section/page or so, and (as students are often reluctant to put up their hands at first) should sometimes put a more direct question to the students (e.g. "Why are the two heroes fighting?"). If we have succeeded in motivating the students, they should answer quickly. Some books include examples of plays on words which the students may not understand but which they find very interesting once explained. Please see *[appendix 6]* for an example of this from the book "Charlie and the Chocolate Factory" , by Roald Dahl. It was found that a quick explanation of this resulted in satisfaction on the part of the students, as plays on words often focus on a change (of meaning) of vocabulary or grammar. Asian students, in particular Japanese tend to spend a lot of time focusing on the study of grammar and vocabulary so, instead of skipping over these "difficult" parts of the book, they should be explained to the student. However, it is important not to disturb the flow of reading too much so these explanations should be as quick as possible.

4. Homework assignment – 5 minutes

Upon completion of the reading section, students are assigned the section/ chapter(s) to summarize. Students are told to write only the main points and not to write too much. The

focus is on reading, not writing. They are also instructed to complete their dictionary, if they did not have time to complete it in class.

Results

This course was created to allow students to read native level texts, with support structures in place to avoid the negative effects that intensive reading has been seen to produce. The students were observed to read the book intensively, being not satisfied with a general understanding. Review was built into the course and students came across the same unfamiliar vocabulary often (in the dictionary, when reading, when writing their book report, while referencing the book and dictionary, and reappearance of the words in later chapters). Waring and Takahashi (2000) state that it is vital to revisit new vocabulary again and again before it is learned. Nation and Wang Ming-Tsu (1999) suggest that readers need to be given direct vocabulary instruction and to use the dictionary when entering a new level especially, and this requirement was satisfied in this class.

The results I had aimed for at the beginning (the students would read a native level text- not graded readers, motivation would be maintained or increased and the students' reading level would improve) were all achieved. The question of whether the students would continue to read books in English after they graduate remains to be answered and will require research at a later date.

The students were given a questionnaire to fill out at the end of the semester. This was a general questionnaire which was given to all of the students in the college to evaluate each of their classes. The students were familiar with this questionnaire and it was designed to evaluate the overall effectiveness of the class, regardless of the class content or focus (other subjects apart from English were also evaluated in this way). The questionnaire was administered in Japanese (L1).

I include the results of this questionnaire (translated into English) in the appendix *[appendix 7]*. The questionnaire used was a forced choice Likert scale offering a choice between 4 responses instead of 5 because research indicates that Japanese students tend to have a central tendency bias and often choose "neither agree nor disagree". With 4 choices, that tendency may still reveal itself but it was felt that this number of options was necessary to allow students to give their true opinion (some students may not feel strongly in either direction).

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Looking at the questionnaire it can be seen that over 90% of students were in the "agree" or "strongly agree" category. In fact, most of the results were in the "strongly agree" category. This result is taken to be an indicator of the success of the class.

The students were also given the option of writing their opinions on a piece of paper and submitting it with the questionnaire. Some wrote in English and others in Japanese. The comments are included in the appendix, *[appendix 8]* translated into English and typed. It is noted that these comments include some criticism of the course and these were welcomed as advice on how to improve the course in the future. Notable among the criticism was the comment made by one student that she was disappointed on finding out the book was chosen by the teacher, not the students. She had obviously liked the freedom of the extensive reading course in the first year. Although the supported intensive reading class was clearly described during the first class, and the courses were described in the student course book (list of courses), written in L1, one student did not understand the change from extensive reading to supported intensive reading. This problem could be solved by explaining the overall curriculum to both first year (extensive reading) and second year (supported intensive reading) students. However, most of the written responses were very positive and have encouraged me to continue this type of course in the future.

Appendix

Appendix 1. Extract from "The Lion, the Witch and the Wardrobe" by C.S. Lewis

delicious : - wonderful

CHAPTER ONE

Lucy Looks into a Wardrobe

Once there were four children whose names were Peter, Susan, Edmund and Lucy. This story is about something that happened to them when they were sent away from London during the war because of the air-raids. They were sent to the house of an old Professor who lived in the heart of the country, ten miles from the nearest railway station and two miles from the nearest post office. He had no wife and he lived in a very large house with a housekeeper called Mrs Macready and three servants. (Their names were Ivy, Margaret and Betty, but they do not come into the story much.) He himself was a very old man with shaggy white hair which grew over most of his face as well as on his head, and they liked him almost at once; but on the first evening when he came out to meet them at the front door he was so odd-looking that Lucy (who was the youngest) was a little afraid of him, and Edmund (who was the next youngest) wanted to laugh and had to keep on pretending he was blowing his nose to hide it.

As soon as they had said goodnight to the Professor and gone upstairs on the first night, the boys came into the girls' room and they all talked it over.

"We've fallen on our feet and no mistake," said Peter. "This is going to be perfectly splendid. That old chap will let us do anything we like."

"I think he's an old dear," said Susan.

"Oh, come off it!" said Edmund, who was tired and pretending not to be tired, which always made him bad-tempered. "Don't go on talking like that."

"Like what?" said Susan; "and anyway, it's time you were in bed."

"Trying to talk like Mother," said Edmund. "And who are you to say when I'm to go to bed? Go to bed yourself."

"Hadn't we all better go to bed?" said Lucy. "There's sure to be a row if we're heard talking here."

"No there won't," said Peter. "I tell you this is the sort of house where no one's going to mind what we do. Anyway, they won't hear us. It's about ten minutes' walk from here down to that dining-room, and any amount of stairs and passages in between."

"What's that noise?" said Lucy suddenly. It was a far larger house than she had ever been in before and the thought of all those long passages and rows of doors leading into empty rooms was beginning to make her feel a little creepy.

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Appendix 2. Extract from uncompleted dictionary (given to the student)

The Lion, the Witch and the Wardrobe
Dictionary

A long long time ago, during the 2nd World War in England [1939-1945], parents sent their children to the countryside. They did this to protect them from the bombs that fell on London and other big cities. Peter, Susan, Edmund and Lucy were sent to their uncle's house in the country and that is where the adventures began.

Chapter 1

Index	English	English explanation	Japanese
1	delicious	wonderful	素晴らしい
2	air-raids	an attack by planes during a war	空襲「くうしゅう」
3	professor	a high level teacher in a university or college	
4	the heart of	in the middle of	
5	mile	1.6 kilometers	
6	housekeeper	somebody manages cleaning a house for money	
7	servant	someone who cleans a house for money	
8	shaggy	long and uneven	
9	at once	immediately	
10	odd-looking	strange looking	
11	keep on	not stop	
12	pretend	try to make other people believe that something is true	
13	blowing his nose	clear the nose with a tissue	
14	fallen on our feet	we are very lucky	
15	splendid	great	
16	old chap	old man	
17	old dear	friendly old person	
18	come off it	be quiet	
19	bad-tempered	angry with other people	
20	row (noun)	an argument / get into trouble	
21	any amount of stairs	many steps	
22	creepy	scary	

Appendix 3. Extract of completed dictionary (completed by student)

リンチ先生

The Lion, the Witch and the Wardrobe
Dictionary

A long long time ago, during the 2nd World War in England [1939-1945], parents sent their children to the countryside. They did this to protect them from the bombs that fell on London and other big cities. Peter, Susan, Edmund and Lucy were sent to their uncle's house in the country and that is where the adventures began.

Chapter 1

Index	English	English explanation	Japanese
1	delicious	wonderful	素晴らしい
2	air-raids	an attack by planes during a war	空襲「くうしゅう」
3	professor	a high level teacher in a university or college	教授
4	the heart of	in the middle of	～の真ん中
5	mile	1.6 kilometers	マイル
6	housekeeper	somebody manages cleaning a house for money	ハウスキーパー 清掃責任者
7	servant	someone who cleans a house for money	家政女子
8	shaggy	long and uneven	ふぞろい
9	at once	immediately	すぐに
10	odd-looking	strange looking	奇妙な
11	keep on	not stop	つづける
12	pretend	try to make other people believe that something is true	～のふりをする
13	blowing his nose	clear the nose with a tissue	鼻をかむ
14	fallen on our feet	we are very lucky	とてもラッキー
15	splendid	great	すばらしい
16	old chap	old man	年老いた男
17	old dear	friendly old person	親切な老人
18	come off it	be quiet	静かにして
19	bad-tempered	angry with other people	いつも怒っている人
20	row (noun)	an argument / get into trouble	けんか
21	any amount of stairs	many steps	長いかいだん
22	creepy	scary	こわい

Appendix 4. An extract from the students' final test.
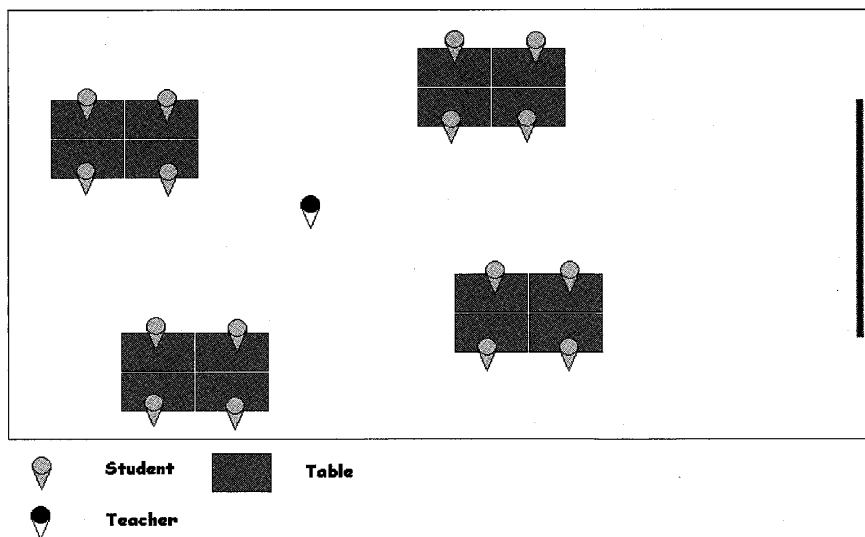
NAME: _____

STUDENT #: _____

Reading IV A
The Lion, the Witch and the Wardrobe
Final Exam   **Lynch**

1. **What are the names of the four children in the story?**
(A)
(B)
(C)
(D)

2. **What do the children see when they leave Mr. Tumnus's house? (HINT – Chapter 6)**
(A) A fox
(B) A robin
(C) A wolf
(D) A fish

3. **What type of creature is the witch's helper?**
(A) A lion
(B) A leopard
(C) A dwarf
(D) A beaver

4. **What type of vehicle does the witch use at the beginning of the story?**
(A) A Lexus
(B) A bicycle
(C) A skateboard
(D) A sledge

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Appendix 5. Simple class layout

Student   Table

Teacher

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Appendix 6. Example of a play on words (From "Charlie and the Chocolate factory" by Roald Dahl).

On the next door, it said, SQUARE CANDIES THAT LOOK ROUND.

"Wait!" cried Mr. Wonka. "I am very proud of my square candies that look round. Let's take a peek."

…

The candies looked very much like square sugar lumps – except that each of them had a funny little pink face painted on one side.

"There you are!" cried Mr. Wonka. "Square candies that look round!"

"They don't look round to me," said Mike Teavee.

"They look square," said Veruca Salt. "They look completely square."

"But they are square," said Mr. Wonka. "I never said they weren't."

"You said they were round!" said Veruca Salt.

"I never said anything of the sort," said Mr. Wonka. "I said they looked round."

"But they don't look round!" said Veruca Salt. "They look square!"

"They look round," insisted Mr. Wonka.

"They most certainly do not look round!" cried Veruca Salt.

Mr. Wonka took a key from his pocket, and unlocked the door, and flung it open … and suddenly … at the sound of the door opening, all the rows and rows of little square candies looked quickly round to see who was coming in. The tiny faces actually turned toward the door and stared at Mr. Wonka.

"There you are!" he cried triumphantly. "They're looking round! There's no argument about it! They are square candies that look round!"

Appendix 7. Questionnaire given to students upon completion of the supported reading course (semester 2)

Number of students: 13 (not all students chose to answer every question)

Q1. Was the aim of the class clearly explained? Before each class, was the explanation of the class content adequate?

Strongly agree	Agree	Disagree	Strongly disagree
72.7%	18.2%	9.1%	0%

Q2. Was the usage of the class materials suitable? (textbook, audio-visual, blackboard, handouts, etc)

Strongly agree	Agree	Disagree	Strongly disagree
69.2%	30.8%	0%	0%

Q3. Was the class carried out in a satisfactory manner, with suitable participation from both teacher and students?

Strongly agree	Agree	Disagree	Strongly disagree
76.9%	15.4%	7.7%	0%

Q4. Did you learn a lot from attending this class? (Were you intellectually stimulated and motivated?)

Strongly agree	Agree	Disagree	Strongly disagree
61.5%	38.5%	0%	0%

Q5. Overall, were you satisfied with this class?

Strongly agree	Agree	Disagree	Strongly disagree
84.6%	15.4%	0%	0%

Gavin Lynch

Appendix 8. Students' handwritten comments (* = written in Japanese, translated into English for this report).

Student #	Comment
1*	The book report was extremely fun and enjoyable.
2*	It was fun. It was good that the class included a chance to use and improve both my reading and writing skills. The teacher was great – very helpful. I improved my level of English.
3	This class is very, very interesting. I learned many things. We appreciate the teacher's hard work for us. I love English more thanks to his class.
4	I enjoyed this class. I love this teacher!
5*	This class was great study for me. I appreciate the teacher's work. I think that my level of English has improved!!
6*	The teacher didn't notice that many students did not know what questions to ask.
7	Thank you!!
8*	In Reading I , we could choose our own books but it was a pity we couldn't do so in Reading II .
9	Good!
10	It was very fun!!
11	It was very interesting!
12	*No comment written*
13	*No comment written*

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